

Unit Planning Guide: Grade 10 Unit 2 of 5

Unit Title: Well Thought Out vs. Impulsive Decisions	Pacing (Duration of Unit): Weeks 6-10
Grade: 10	Buffer Day(s):

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

Priority Standards

- **RI.10.2** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RI.10.3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- **W.10.2.a.b.c.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content:
 - a. **introduce a topic; organize complex ideas, concepts, and information to make important connections and distinction; include formatting, graphs, and multimedia when useful to aiding comprehension.**
 - b. **Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations,**

WIDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

or other information and examples appropriate to the audience's knowledge of the topic.

c. use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationship among complex ideas and concepts.

- **W.10.3.a.b.c.d.e** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative
- **W.10.MA.3.A** Demonstrate understanding of the concepts of point of view by writing short narratives, poems, essays, speeches, or reflections from one's own or a particular character's point of view.
- **W.10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **SL . 10.1. a-b** Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from text and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to set rules for collegial discussions and decision making, clear goals and deadlines, and individual roles as needed.
- **L.10.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Use parallel structure.

- b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- **L.10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
 - a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - b. Use a colon to introduce a list or quotation.
 - c. Spell correctly.
- **L. 10 .4.a, d. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
 - a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Supporting Standards:

- RL. 10. 1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL . 10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text
- RL.10.4 Determine the meaning or words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- RL.10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- RI.10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

<ul style="list-style-type: none"> • RI.10.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. • W.10. 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience • L. 10 .4. b, c. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. 	
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Meaning (*Mostly assessed through Performance Tasks/Assessments)	
<p>Big Ideas: (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)</p> <ul style="list-style-type: none"> • Different types of writing are necessary for different purposes. • Writers use figurative language to enrich the meaning and tone of the piece of work. 	<p>Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)</p> <ul style="list-style-type: none"> • Are there themes in literature that are of interest to all people? • How do we write in the persona of a character?

Acquisition (*Mostly assessed through traditional summative assessments)

Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know ...

- elements of informative/explanatory writing contribute to overall meaning
- literary devices such as figurative language, denotation, connotation and diction affect the meaning and tone of a work
- text can have multiple ideas and these themes can connect to other texts as well
- how citing relevant textual evidence is essential for good writing
- effective writing process involves brainstorming, planning, revising, editing and rewriting

Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

Students will be skilled at:

- Analyzing how authors use specific details to develop themes or central ideas
- Participating in collaborative and collegial discussions that build upon one another's ideas, encouraging students to speak articulately and persuasively
- Being prepared to participate in these discussions by having read and reviewed information and constantly referring to textual evidence
- Writing informative/explanatory texts that convey complex ideas clearly by effectively organizing and analyzing text
- Effectively introducing a topic, developing the topic with relevant facts and details, and creating cohesion through the use of transitions
- Citing strong textual evidence to support analysis of what the text says explicitly and implicitly
- Developing and strengthening writing as needed by planning, revising, editing, and rewriting
- Understanding the concepts of point of view by writing from one's own or a particular character's point of view.
- Writing narratives to develop real or imagined experiences or events by using relevant details, engaging the reader by introducing a problem, characters, narrative techniques, sensory language and a reflective conclusion

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